The Educational Weekly.

The First Periodical Entered at the Chicago Postoffice as Second-class Matter.

VOLUME VIII. CHICAGO, SEPT. 2, 1880  NUMBER 167.

The Educational Weekly.

EIGHT DISTINCT EDITIONS.

WEEKLY EDITION, $2.00 PER YEAR (40 NUMBERS).

<table>
<thead>
<tr>
<th>Edition</th>
<th>Frequency</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois Edition</td>
<td>Monthly</td>
<td>Fifty cents per year.</td>
</tr>
<tr>
<td>Michigan Edition</td>
<td>Monthly</td>
<td>Fifty cents per year.</td>
</tr>
<tr>
<td>Wisconsin Edition</td>
<td>Monthly</td>
<td>Fifty cents per year.</td>
</tr>
<tr>
<td>Iowa Edition</td>
<td>Monthly</td>
<td>Fifty cents per year.</td>
</tr>
<tr>
<td>Minnesota Edition</td>
<td>Monthly</td>
<td>Fifty cents per year.</td>
</tr>
<tr>
<td>Indiana Edition</td>
<td>Monthly</td>
<td>Fifty cents per year.</td>
</tr>
<tr>
<td>One Monthly Edition for general circulation.</td>
<td>Fifty Cents Per Year.</td>
<td></td>
</tr>
<tr>
<td>S. R. WINCHELL &amp; CO., Publishers, 63 &amp; 65 Washington St., Chicago, ILL.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THE WEEKLY.

Price of the “Weekly” from this date till January 1, 1881, $1.10; to new subscribers, 85 cents. Renewals with the cash, if sent before January 1, will be entitled to a binder FREE. Always mention it in your order.

Increased work on another publication has compelled the undersigned to sever his connection with the EDUCATIONAL WEEKLY. The shillelah has done its work, and it is hereby quietly and tenderly laid away. — J. Mahony.

This is the first issue of the WEEKLY (weekly edition) since June 17, the beginning of the summer vacation. It will be published weekly from this date till the holiday vacation.

An extra large edition of this issue has been printed. It will be sent to subscribers for the various editions and to non-subscribers. Hereafter the monthly editions will appear the first week of the month instead of the last.

The publishers take pleasure in announcing the growing prosperity and brightening prospects of the WEEKLY. We did not begin this enterprise without counting its probable cost; and we have pursued our way under the difficulties that necessarily attend the establishment of an educational journal, in the confident belief that the teachers of the West would not allow our efforts to fail.

The general editorial management has been placed in the hands of a writer who will discuss in a catholic spirit, and yet with candor and courtesy, the various questions that interest the educational public.

Under its new management, the WEEKLY will strive to reflect that phase of educational thought which may be characterized as the scientific or the philosophical. There is now in process of rapid development, especially in the West, a marked tendency to discuss disputed questions of school policy in the light of some established principle. Teachers are becoming thinkers, and for the validity of their methods they are looking less to precedent and tradition, and more to fundamental doctrines. The time has come to organize this phase of thought, to give it a voice, and to communicate its teachings.

We shall still give a large place to current educational intelligence, to the most approved methods of school-room practice, and to the literature of teaching. Our purpose, in a word, is to make the WEEKLY the best educational journal on the continent. We shall strive to deserve the support of the intelligent and progressive teachers of the West, and we think it is not a vain hope that our efforts will be sustained.

Now that the politician is lifting up his voice in the convention and on the stump, it is well to recollect that the salvation of the country depends far less upon the triumph of party, than upon the transformation of character that is silently taking place in the school and by the fireside. The greatest obstacle to free government is the prevalence of the mob spirit,—that spirit which robs men of their individuality, molds them into an unthinking, stupid aggregate, and thus makes them the fit tools of political trickery. The disintegration of mobs can take place only by making the art of accurate, independent thinking a universal accomplishment. When men learn to do their own thinking, and, withal, think accurately, the government may safely be entrusted to the hands of the sovereign people.

Every subject, however elementary, may be taught in such a manner as to inculcate the habit of exact thinking; and there is no subject, however exalted in itself, that may not be so stupidly taught as to have no determinate educational value. Spelling may be made an easy introduction to the art of classification, the very basis of the logical process; and it has been observed by a French author, that, “to secure correctness, of judgment and soundness of reason, nothing is more valuable than the critical study of the sense and acceptance of words.” Teaching that does not stimulate thought is valueless; and that teaching is best which does most to induce in the mind of the people the habit of exact thinking. This high art is within the compass of all grades of teaching. The humblest country school may be a very mental gymnasium, while the titled college professor may wholly miss one of the highest ends of the teaching art.

In the last analysis, the political problem is an educational question; and the men and women who are doing most for the coming glory of our country are they who are painlessly thinking out the problem of universal education. No assembly, civil or religious, has more valid claims upon the respect and gratitude of the country than the National Association, lately assembled at Chautauqua. The motives that called these men and women from all sections of the Union, at large personal expense, must have been largely patriotic; for it is difficult to see what direct personal advantage could be expected from such a conference, save a feeling of greater self-respect at the prospect of performing a higher quality of work in the future. The real beneficiaries are the people, whose culture will be broadened and deepened through the growing perfection of the public school.
This body of teachers was eminently representative. The foremost men and women in every department of school work were in attendance. The primary school, the kindergarten, the high school, the college, the university, the normal school, the industrial school, each had its claims and its interests patiently considered, and each was strengthened by seeing its recognized place in the vast whole having so many members. The rational character of this meeting was also most reassuring. The east, the far west, the north and the south, were represented in this council of educators. Eastern stiffness was contrasted with western aggressiveness. The north listened with polite attention to a vindication of African slavery from the south. There was the largest tolerance along with the frankest avowal of radical beliefs. There was perfect freedom in saying absurd things, and the victims of mistaken notions submitted to the tortures of dissent with commendable grace.

Most of the papers were of a high order of merit, and they will form an honorable contribution to our educational literature.

In the list of members there was more than one note-worthy name. Among such should be mentioned the venerable Dr. McCosh of New Jersey, Dr. Gregory of Illinois, Dr. Orr of Georgia, Dr. Harris of St. Louis, Charles F. Adams, Jr. of Massachusetts, Col. Parker, late of Quincy, now of Boston, besides others whom we have not space to note. Hon. J. H. Smart was honored with a unanimous call to the presidency of the association, and the second place was most worthy bestowed on the venerable Dr. Orr. The next place of meeting is Atlanta, Ga., and we trust that the national character of the association may be preserved to the fullest possible extent. In subsequent issues we shall discuss some of the more important topics that were presented at this meeting.

The large attendance at the late meeting of the National Teachers' Association was due in some measure, doubtless, to the fame of Chautauqua as a summer resort. We think the advantages of this place have been greatly exaggerated. At least we confess to a great disappointment in our expectations. Fair Point has nearly all the disadvantages of a small crowded town, with scarcely any of the charms that are usually associated with lakeside and wood. The public entertainment was poor, and the rates extortionate. In our judgment, the western pattern of Chautauqua Assembly, the Island Park assembly at Rome City, Ind., is a most gratifying improvement on the original. Save in the amount of water, the natural advantages of Island Park are manifest. There is room, there is shade where grass grows, there are ample accommodations for lectures, there is good food at reasonable rates, and the general management of the grounds, buildings, lectures, etc., etc., is admirable in the extreme. A course of lectures for teachers was inaugurated at the last session, that is full of promise for the future. We most heartily and confidently commend the Island Park Assembly to all readers of the Weekly, who, next summer, may need rest, recreation, and instruction at reasonable cost.

"Oral Teaching; Its Limits and Methods," is the title of a Premium Essay by John M. Dickinson, Secretary of the Massachusetts Board of Education. The prize ($50) was offered by T. W. Bicknell, of the N. E. Journal of Education, and the award was made by A. G. Boyden of the Bridgewater, (Mass.) Normal School, W. F. Phelps of Minnesota, and H. B. Sprague, Principal of the Girls' High School, Boston. This committee found two essays of about equal merit, the one by Mr. Dickinson above mentioned, and another by H. H. Morgan of St. Louis, on "The Proper Functions of the Public High Schools."

The "Premium Essay" by Mr. Dickinson deserves special notice for several reasons. It discusses one of the most important topics in the science of teaching; for the question of oral instruction vs. text-book instruction is a dividing line between the old education and the new. The treatment of the subject, at least in intent, is philosophical. The author's purpose is to establish his thesis on a solid basis of principle. The essay is thus a study in pedagogics, and this fact alone should commend it to all thoughtful teachers. Again, Mr. Dickinson occupies a very prominent place among eastern educators, and a subject which he has patiently elaborated deserves more than ordinary consideration. Lastly, the essay bears the approbation of a committee of distinguished gentlemen, educators by profession; and their award conveys the assurance that we have an authoritative statement of a most important educational doctrine. As we have opportunity, we shall make a critical analysis of Mr. Dickinson's essay.

**ALPHABETIC.**

Among the many phonologists who are now making thorough study of the enunciation of English, with a view to the completion of its alphabet, one of the ablest and most diligent is Mr. W. R. Evans, of London. He places the six typical vowel sounds found in human speech in the following diagrammatic order:

\[ \text{ah} \quad \text{ay} = \text{oh} \quad \text{ee} \quad \text{r} \quad \text{oo} \]

in which \( r \) stands for the Greek \( \gamma \), Latin \( y \), French \( u \), German \( i \) (a sound not heard in English, which requires both lip and tongue adjustment, the lips az for oo, while the tongue poses for ee.) The star expresses simple 'voice' without modification by lips or tongue, —a sound we often use as an interjection of sudden surprise or alarm. The secondary vowels sum up in between these, according to their relationships; two being possible in each of the 8 interspaces.

This is a step towards a philosophical exposition of the vowel speech-sounds; and, as far as it goes, it is in accordance with the views of the best modern authorities.

Those who have made a study on the arrangement of the sounds and illustrations oy the homorganic alphabet issued from the Phonetic Depot, Tyrone, Pa., will find that while it is equally simple, it embraces all the sounds with more obvious gradation of relation. The above admits \( a \) in \( at \), and \( a \) in \( are \) very well between \( ah \) and \( ay \); and \( e \) in \( elf \) to the right of \( ay \); with \( n \) in up to the left of \( oh \); but the step is a jump from \( ah \) to \( aw \) and \( o \) in the direction of \( oh \). A better basis of discrimination separates the vowels into two or more distinct classes viz., first the vowels that are modified by the tongue, flattening the breath flow more and more from open \( ah \) to middle \( ay \) and close \( ee \).

Then the class in which the tongue lies unused, the modification being by a rounding of the breath passage from open \( aw \) to middle \( oh \) and close \( oo \).

These two classes embrace all the vowels used in English, the above being the full or long types, excepting the final of the two sounds heard in \( her \), \( fur \), \( ir \), (par)lor, \( myrrh \), (edit)or, \( color \) (nel), etc. This sound belongs to a class in which the tongue and lips
are both used to at once elongate and flatten the breath passage, as from open ur to middle eu (French); ő German; and closer: ĕ French; ü German) the middle sound being like ai in air (or e in met prolonged) attempted while the lips are pursed and protruded. For the close sound the lips are pursed as for oo, while the sound of ee is attempted.

This arrangement in distinct classes does not disguise the fact that ah is the original or parent vowel, from which others have been derived. The order of their derivation is of lit consequence, and indeed we cannot now determine it. But the order from open to close as given above suits our language; as we generally begin words with open vowels and end with close ones. In this we differ from the panting peoples of the sultry South, whose climate seems to dispose them to open-mouthed vowels, and many of them, for example, Sahira, Panama, etc; close vowels are seldom used, and very seldom final.

All vowels are voiced, and the quality of the voice (the glottal vibration) is the same for all. This may be re-enforced, somewhat as telegraphists re-echo their currents, by vibrating the reed of a jews-harp in the mouth while sounding different vowels. This will prove that their differences are due merely to mouth-posture. The necessary changes of position should be rendered entirely familiar in every primary school. *

This paper will fall into the hands of many who are not subscribers. We trust they will at once send to the publishers the requisite two dollars. We can assure them that they will not regret it. The WEEKLY is already pronounced by many of its readers, and we are determined to make it still better. New talent will be employed in its columns the coming year, and we confidently expect a large increase of our subscription list.

**THE COMMON SCHOOL QUESTION BOOK.**

The publishers of the WEEKLY have purchased from A. H. Craig, author and publisher of The Common School Question Book, exclusive rights to publish and sell the book in the Western States. A new edition of three thousand copies is now in press and will be ready for delivery by the tenth of September. This will make about forty-five thousand copies of the book which have been printed within the few years since it first appeared. Probably no single volume for teachers has ever before had so large a sale in this country. The book met a want felt by common school teachers, and calls for it were received immediately from all parts of the country. During the last year or two a few limitations have been prepared by ambitious authors and publishers, but not one has met with so unassuming and hearty a reception as this. It sells rapidly at teachers' institutes where other similar publications are entirely ignored. The demand for it in the West is steadily increasing, and it may safely be predicted that the sale will reach one hundred thousand copies.

The publishers stand ready to fill all orders for large or small quantities. The price of the book is one dollar, and a half, for which it will be mailed to any address. Teachers may club together and obtain six copies for six dollars, to be sent by express. Responsible and energetic agents are wanted in all the Western States. Some are already doing well in selling the book. No other book sells so well, and on no other can agents make so much money. Address for terms. B. WINSCHELL & CO.

**ITEMS.**

—Since the beginning of the year there have been 140 duels in France.
—Prof. S. H. Peabody is now Regent pro temp. of the Illinois State University, at Champaign.
—Lawrence, Kansas, declines to re-elect Superintendent Boyles, and will try it a year without any superintendent.
—Chancellor Haven, of Syracuse University, now Bishop Haven, will take up his residence in San Francisco this fall.
—Professor Freeman, of Wisconsin University, spent the summer in Europe.
—The "other side" of the spelling reform—the side not very often presented—is offered us in Lippincott's Magazine for July, by M. B. C. True. The article is interesting to both friends and opponents of the reform. Read it.

—The Pope has appointed Rt. Rev. F. A. Feehan, now Bishop of Nashville, to be first Archbishop of Chicago, which is now raised to the dignity of a metropolitan see.

**DAILY PROGRAM.—HALL'S SCHOOL.**

**FORENOON SESSION.**

<table>
<thead>
<tr>
<th>TIME</th>
<th>RECITATIONS</th>
<th>STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 to 9:10</td>
<td>Opening and General Exercises</td>
<td></td>
</tr>
<tr>
<td>9:10 to 9:25</td>
<td>C Reeds.</td>
<td>A (a) Algebra, A Arithmetic; B Mental Arithmetic; C Reading; C Slate work.</td>
</tr>
<tr>
<td>9:25 to 10:00</td>
<td>A (a Algebra.)</td>
<td>A (a) Condensing and arranging, etc.; C Reading, C Recess.</td>
</tr>
<tr>
<td>10:05 to 10:45</td>
<td>A (a Arithmetic.)</td>
<td></td>
</tr>
<tr>
<td>10:45 to 11</td>
<td>RECESS.</td>
<td></td>
</tr>
<tr>
<td>11 F. M. to 11:15</td>
<td>C Exercise in Script.</td>
<td>A and B Reading; A Reading; C Copying numbers in Roman and Arabic characters.</td>
</tr>
<tr>
<td>11:15 to 11:35</td>
<td>B, Reads.</td>
<td></td>
</tr>
<tr>
<td>11:35 to 12 M,</td>
<td>A Reads.</td>
<td>B Mental Arithmetic; C Blackboard.</td>
</tr>
<tr>
<td>12 to 1.</td>
<td>INTERMISSION.</td>
<td></td>
</tr>
</tbody>
</table>

**AFTERNOON SESSION.**

<table>
<thead>
<tr>
<th>TIME</th>
<th>RECESS.</th>
<th>STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 1:10</td>
<td>RECESS.</td>
<td></td>
</tr>
<tr>
<td>1:10 to 1:30</td>
<td>B Mental Arithmetic.</td>
<td>A Grammar; B Menta</td>
</tr>
<tr>
<td>2 to 3</td>
<td>A (a Grammar.)</td>
<td>A (a Grammar); B Language; C Copying-work.</td>
</tr>
<tr>
<td>2:05 to 2:30</td>
<td>25 (a) Grammar)</td>
<td>A (a Condenses and arranges, etc.; B Language; C Blackboard.</td>
</tr>
<tr>
<td>2:30 to 2:45</td>
<td>15 Writing, A B</td>
<td></td>
</tr>
<tr>
<td>2:45 to 3</td>
<td>15 RECESS.</td>
<td></td>
</tr>
<tr>
<td>3 to 3:20</td>
<td>20 B Language.</td>
<td>A Spelling; C Reading.</td>
</tr>
<tr>
<td>3:20 to 3:30</td>
<td>10 C Reads.</td>
<td>A and B Spelling.</td>
</tr>
<tr>
<td>3:30 to 3:45</td>
<td>15 A Spells.</td>
<td>B Spelling; C Slate.</td>
</tr>
<tr>
<td>3:45 to 4</td>
<td>15 B Spells.</td>
<td></td>
</tr>
<tr>
<td>4 to 4:05</td>
<td>5 Dismissal.</td>
<td></td>
</tr>
</tbody>
</table>

**EXPLANATION OF, AND REMARKS ON, ABOVE PROGRAM.**

No thoroughly earnest and truly competent teacher will attempt to teach a single day without a time-guide such as a carefully arranged program will always be. By the assistance of such a help the teacher is enabled to make the most of each minute. By adopting it (when thoroughly revised and carefully and tastefully arranged) in a sort of public manner by calling the attention of the whole school to it, explaining its mechanical arrangement, and its adaptability to their individual and collective "school-wants" and school-life, dwelling upon its use, and insisting upon its merits, and thus winning for it the approbation, if not the genuine respect, of a part, if not all, the school; and then, after thus adopting it, show his or her own belief in its merits by scrupulously following it—I say by this course the teacher simply insures the success of the school. By this course, fully carried out, the school is naturally and pleasantly governed, the children are constantly witnessing a practice which will lead them into the formation of good habits—habits of order, promptness, thoroughness, and neatness; for a school-program should be neatly arranged, and preserved neat and clean. The tasteful embellishments with which the teacher has time to beautify it, help to command for it the respect of the scholars, young and old.
“Fully carried out,” what does that mean? “Fully carried out” implies some work outside of the school, as well as all varieties of opposition with which it is apt to be confronted in school. The real, live teacher will not exclusively confine his teaching to the school-room, to the children, and to the six school-hours of the day. There is a class of older children who stay at home, and who are not infrequently spoken of as “the parents” or “the patrons.” It is the teacher’s business to visit them and, with becoming modesty, teach them;—not by directly correcting one of those “elder girls,” who, during the conversation, is laudably impelled to express her sympathy for all unhappy members of the profession by stating confidentially, that she “teached” a term of school, once. Not by assuring one of those honest, “elder boys” that he is mistaken—thither “dampening his ardor”—when he generously gives it as his opinion that “them grammars is takin’ up too much time in school now days.” Not by flatly contradicting that ardent young mother, or hopeful father who kindly makes the suggestion that there “ain’t” enough prizes offered, by telling them they are ruining their boy by teaching him such a motive for acquiring learning. No, not by all, or any of these methods will the teacher be governed in teaching those “elder scholars.” But the great lesson to be impressed upon their minds is that the teacher is thoroughly in “honest earnest;” this, with such a course in and out of school as becomes a true teacher, will prove him to be thoroughly master of the situation, and will secure for all his suggestions a proper respect.

There should exist between the directors and teacher a frank confidence, and the latter should frankly present for their consideration all his wishes and plans relating to the changes made in classes or in methods of teaching. The program presented here is in actual use in the rural school named therein, situated in McLean county. When this school began, four months ago, the teacher was confronted with the prodigious array of thirty-two daily recitations. By persevering labor the program was put in the shape here represented, at the close of the second month. “Opening Exercises” consist in a few judicious remarks by the teacher, in reciting general maxims, adjusting differences between scholars, answering or asking general questions, familiar conversation between teacher and scholars on various subjects, and the like. This is scarcely ever continued beyond five minutes. Then there is a general exercise engaged in by all the school above C. For some weeks past the school in question have been devoting these five minutes after opening to the thorough study of the locative geography of McLean Co. and surrounding counties, drawing map of the same. Previous to this time, for a season, this time was each morning devoted to anatomy of the human body, and of the bodies of some of the barn-yard fowls. In this manner much from each of the sciences may be taught the faculties, season, human body, and of the bodies of some of the barn-yard fowls: two daily recitations. By persevering labor the teacher, in reciting general maxims, adjusting differences, and the like. This is scarcely ever continued beyond five minutes. Then there is a conversation between teacher and scholars.

Discipline and order must ever be the governing spirits in the school-room. No teacher can earn his money, however little he receives, who does not teach by system, having his course for the term, and for each day, mapped out, and following that course with scrupulous step.

Many things will come up to defeat the punctual observance of such a program in the ordinary country school. Scholars are entering at all times in the term, insinuating upon studying this or that branch. These “drawbacks” should not deter the teacher from pushing his plans, nor cause him to depart from his “guide.” The teacher who can not meet, successfully, every hindrance to his plans, should consider himself incompetent to teach, and should abandon the calling as one who can not give “value received.” It is a pernicious practice to carry on one of these schools with no attempt at systematizing the work, in that it breeds habits in the youth whose ruinous consequences do not cease with childhood.

### THE LIBRARY.

**NEW BOOKS RECEIVED.**


That this book is interesting may be assured by the fact that we began to read it in the forenoon of a hot August day, and we read right on till we had reached the last page. The next reader, a youth, not only read it through, but was so moved by revived zeal that he got out his disused drawing pencils, and with regret for lost opportunities began to sketch again. We heartily commend the book to all teachers who know much of the art as a good one to put in the hands of those who know less, in order to teach them much they need to know, and at
the same time to stir, elevate, and improve. The purpose of the work is to fur- 

nish such information of elementary art 

education as is not likely to be met with in any other compact 

form. The author recognized as his guiding principle the maxim 

"that all true education consists in the cultivation of the judg-

ment." The information here presented, with the practice 

recommended, will enable the student to make truthful and 

significant outlines and drawings from outlines set before him. 

The chapters on Taste, Style, Motive, Beauty, Fitness, Variety, 

and on securing Character in Art Work, are very interesting 

and suggestive. There are several chapters on the details of 

drawing, as of trees, skies, water, light and shade; and the 

book ends with chapters on artistic perspective and technical 

perspective which set both subjects in a clear light. 

A Text-book on Rhetoric.—Supplementing the Development of the Science 

with Exhaustive Practice in Composition. For use in High Schools and 

Academies, and in the Lower classes of Colleges. By Brainerd Kellogg, 

A. M., Prof. Eng., Lang & Lit., Brooklyn Collegiate Institute. New York: 


The special excellence of this book is in its abundant and well-

chosen and skillfully-contrived exercises, and its illustrative extracts. 

The book is not written in the form best for those who know 

rhetoric and wish to take it in the form of a science; on the 

contrary, it is written in the didactic form, or that best adapted for 

the use of teacher and pupil. We heartily commend it to the 

attention of all who are choosing a rhetoric of this grade; it is 

certainly among the best of its kind. There are frequent, reviewing-

diagrams or synopses all through the book. The paper and print 

ing are admirable. 

THE STATES. 

IOWA.—Frank T. Lyons, of Onawa, has become principal of the Omaha 

high school. 

Prin. R. E. Call, of Dexter Normal and Scientific School, sued his board of 

school directors for damages amounting to $20,000, which he claimed his 

character had sustained by their charges of irregularities. Mr. H. C. Cox, 

who was associated with Mr. Call, chose to get out of bad company, and is 

now publishing the Dexter Herald. 

The publishers of the Weekly and all its readers owe many obligations to 

Principal J. M. De Armond for his very efficient services as State Editor for 

Iowa since the establishment of the paper nearly four years ago. Other work 

compels him for the coming year to relinquish his responsibility in this re-

spect, though he will remain faithful to the paper, and contribute to its 

interests in whatever way he can. Meantime correspondence and items may 

be sent directly to the office of publication. All principals and superinten-

dents, or others favorably situated, are invited to send us items and notes 

for this column. Let us have it filled with news fresh and interesting. 

Editor Shoup has been "swinging around the circle." 

Prof. W. A. McGee will organize an academy in Knoxville this fall. Supt. 

Johnson could not be retained by the board, on account of insufficient salary. 

He was presented with a memorial by the teachers. H. C. Hollingsworth 

succeeds him. 

The school board of Tama has re-elected Principal Gaul for two years. 

R. D. Fox is principal at Shellsburg; I. S. Smith at Riverston; Mr. Doo-

ley at Bloomfield; Mr. Foulke at Villa; H. A. Field at Panora; O. H. 

Baird at Hampton; A. E. Anderson at Hopkinson; Wm. H. Libon at 

West Liberty; W. P. Cramer at Waverly. 

ILLINOIS.—Gillian of Galena, is Gone. It is the way of the just and the 

unjust, and the school ma'am's in the city of Grant will call upon the new 

Mrs. Gillan with saddened hearts and thoughts of the "might have been's," 

of last years. See Miss Lizzie K., Harned of Flora, Ill. 

The Lake Superior regions have been explored this summer by a party of 

seven from the Illinois State University. We have no reports from 

them thus far. 

Prof. Hull, of Southern Normal, has been working recently in an institute 

at Greenville, Bond Co. 

President Griffith, of Northern Illinois College, Fulton, has resigned, and 

will be succeeded by Prof. A. M. Hanson. 

Prof. Forbes, Dr. Thomas, and others took a trip for scientific study in the 

latter part of July to Lake George in northern Indiana. 

Macomb and Paris had August institutes that we have not previously noted in 

this column. J. M. Crow, of Elwood, has received from Syracuse University the 
degree of Ph.D. on examination in German. 

R. H. Beggs goes to succeed D. C. Roberts at Denver, Colorado. C. H. 

Rew is the next man at Wilmington. 

Miss Newbecker, one of the Ottawa principals, took a trip this summer to 

the St. Lawrence. Emma Stewart Brown, of Normal Class of '74, died Aug. 1, at her home 

in Decatur. Since graduation she had taught four years. During her two 

years' stay in Decatur as the wife of L. E. Brown she had made many warm 

friends and her early death is universally deplored. She left her young baby 

to the care of Lillie M. Brown, who has resigned her school for the coming 
year that she may faithfully attend to her charge. 

Mr. Ben. Hathaway has resigned his position as principal of Rock Island 

High School, and will accept a more lucrative position in the east. 

DeKalb county has two institutes this year, one at Hinckley and the other at 

Genoa. William J. Simpson, last year's principal at Stewart, Shelby Co., 

was married recently at Shelbyville. 

Elgin is to have a new school house on the west side at an expense of 

fifteen thousand dollars. 

What's in a name? The Normal Institute refers as follows to a celebrated 

teacher of the Chicago high school; perhaps as he was last of the corps ap-

pointed, and the high school has now been abolished it may be regarded as 

a polite reference to its final end: "The National Educational Association 

held its nineteenth annual meeting at Chautauqua, N. Y., on July 13, 14, 15, 

and 16. Many able papers were read, among which was 'What shall we seek 

to accomplish in the reading exercises,' by E. G. Talle, of the Chicago high 

school." 

INDIANA.—The Porter County Vindicte contains a very full and well-written 

report of the county institute held at Valparaiso, Aug. 9, 1880. The insti-
tute was under the management of Supt. Reaonson Shinabarger. The principal 

workers were Prof. H. B. Brown, of the Valparaiso Normal, W. H. Banta, 

R. A. Heritage, Prof. Crandle, and Miss Rebecca Pierce. 

Indiana State University.—This Institution, under the able management of 

President Lemuel Moss, is growing stronger year by year. The fall term 

opens Thursday, Sept. 22. There are ten professorships, all of which are 

now filled. Prof. Clark has been transferred from the chair of Greek to that 

of English, to fill the vacancy occasioned by the resignation of Prof. Moss, 

now of Topeka, Kan. B. B. Richardson, a graduate of Yale and for two 

years past Principal of the Chicoepe, Mass., high school, takes the professor 

ship of Greek. Prof. Boisen has also resigned, and his chair, that of Modern 

Languages, is to be filled by W. T. Jackson, former principal of the academy 

at Fostoria, Ohio. Prof. Jordan will be in his place at the opening of the 

term. Prof. J. has been doing a magnificent work on the Pacific coast in 

the service of the U. S. fish commission. He has collected more than 14,000 

specimens of fishes, and has arranged to secure a full set of duplicates for the 

University. Considerable additions have been made to the working appara-

tus in the chemical and physical departments. Dr. Wylie, who has for several 

years acted as Vice President, in the absence of Pres. Moss, though with 

no special recognition or a additional compensation, has received both by 

recent action of the board of trustees. He will hereafter be nominally as well 

as actually vice president. The prospects for an increased attendance of students 

are said to be very encouraging to the friends of the University. 

Prof. A. J. Willoughby, from Dayton, Ohio, becomes principal of the Layaf-

ette high school. 

Wayne County held a two weeks institute in August at Centreville. McPher-

son, Superintendent. Two hundred teachers in all were present during the 

session. 

Prof. Boss, superintendent of Evansville public schools and candidate on 

the Republican ticket for state superintendent, is making speeches at Repub-

clian meetings. So also is H. S. McRae of Muncie. Mack is working the 

thing up for the next time, two years hence. 

Pleasant Bond, formerly of the Indianapolis high school and of late years 

engaged in business, resumes the teacher's vocation. He is to be connected 

with the Ladoga Normal School.
Marion County Institute, L. P. Harlan Supt., held its session from Aug. 30 to Sept. 3.

Ohio.—The Ohio Central Normal School and Kindergarten Training School, at Worthington, was established in 1871; reorganized under State Board in 1878, and incorporated in 1880. It opens its full term September 6. John Ogden is principal. By a recent resolution of the board of education of the incorporated village of Worthington, and the concurrent action of the resident faculty and State Board of trustees of the Ohio Central Normal School, the high-school department of the public schools of said village, and the academic department of the Ohio Normal School have been united into one, known as the academic department of said schools, with the principles of the academic department of the normal school as superintendents, whereby the system of public schools, composed of four grades, is constituted a grand model of observation and practice.

The Mount Union College, near Alliance, has secured two new professors: Mr. William Small, A. M., in Natural Science, and Mr. H. V. Merrick in Modern Languages. The institution is under Methodist direction, and O. L. Hartshorn, L.L.D., is president. There were 645 students last year.

The trustees of Buck el College, Akron, have elected as president D. Or ello Cone, D. D.

From the Ohio Journal of Education we gather numerous items of interest this week.

Respecting the meeting of the State Teachers' Association at Chautauqua it says that "about 50 persons paid one dollar each for membership tickets, and some suppose that the attendance was really from seven to eight hundred." This is certainly a remarkable record, unequalled by any thing of the kind ever before made in any state.

The following teachers are employed in the Third Ward high school at East Claire: Professor H. C. Howland, Principal; Miss M. Aspinwall, Assistant Principal; Miss C. L. Scott, Second and Third Grammar Department. The school board of the north side has appointed M. S. Trawley, Principal; Miss Lillie Clark, Assistant Principal; Miss A. L. Cuddy, Grammar Department.

Minnesota.—Prin. O. H. Orkut, of La Crosse high school, is superintendent of the Rochester public schools, salary $1,700.

Zumbrota schools are in charge of a Mr. Rankin, graduate of the University.

The teachers of Minneapolis have shown a degree of spirit and independence quite above the average, but in the highest degree commendable. They were elected to their positions at the last meeting of the board preceding the summer vacation. Having been duly notified by Superintendent Tousley and having responded according to the prescribed form, accepting their appointments, they very properly regarded their contract for the school year as closed. The board, however, at a special meeting held August 10, adopted a resolution instructing the superintendent to notify each teacher engaged, that the board reserved the right to close the public schools at any time after April 1, 1881, and to require every such teacher to notify the board in writing that he (or she) would acquiesce in such action should it be deemed desirable to close the schools before the end of the year, and that no demand would be made for wages beyond the time when the schools should be closed. After this action sixty of the teachers who were in the city assembled in the parlor of the First Baptist Church and agreed that the board could not at that late day legally relinquish its contract with the teachers, and therefore adopted the following resolution unanimously, and pledged themselves to stand by it.

WHEREAS, the board of education of the city of Minneapolis, having incurred indebtedness to other parties, since the hiring of the teachers, has required us to relinquish our contracts to teach in the public schools from September 9, 1880, to June 20, 1881; therefore be it

Resolved, That we do not recognize the right of the board to make such requisition, and that under present circumstances we will not yield to said demand.

This resolution was submitted to the board at its meeting the next day, August 25, and after a warm discussion it was decided by vote that the teachers should not be required to signify their willingness to accept any deduction from their wages should the schools be closed before the end of the school year. So much for force of character possessed by Minneapolis public school teachers.

A State Teachers' Institute, for the counties of Chippewa and Yellow Medicine, will be held at Granite Falls, commencing September 13, and will continue one week.

Sauk Center is to have nine months school during the ensuing year. The teachers employed for the year are J. C. James principal, salary $100 per month; F. M. Morgan, assistant principal, salary $75 per month; Miss Mary Tubs, first intermediate, salary $45 per month; Miss E. A. McKenny, second intermediate, salary $40 per month; Miss Minnie Tolman, second primary, salary $40 per month; Miss Gertrude DeGroote, first primary, salary $45 per month; Miss Jessie Truman, assistant primary, salary $25 per month.

H. A. Calkins, a book agent in Owatonna for Hubbard Bros. of Chicago, a reformed drunkard, could not resist saloon temptations and was picked up drunk by the City Marshal. During the absence of the latter from the lock-up, Calkins took morphine and died. He had been principal of the Peoria, Illinois, schools seven years and a successful temperance lecturer.—Winona Republican.

—Professor J. R. Boise's popular First Six Books of Homer's Iliad has been published in an abridged edition, for preparatory schools, containing only the first three books. S. C. Griggs & Co., Chicago.

—A boy ten years of age who has an eager love of music was permitted to attend the Grand Opera not long ago. When his mother asked him what he thought of the performance, he said: "It was the foulest thing I ever saw; but it was about the best music I ever heard."
A Text-book on Rhetoric, supplemented by a Course of Practical Lessons adapted for use in the High Schools and Academies and in the Lower Classes of Colleges, 296 pages, $1.20, price 65 cents. A specimen copy for examination sent by mail to teachers on receipt of 75 cents.

By BRAINERD K. ELLOGG, A. M., Professor of English Language and Literature in the Brooklyn College and Polytechnic Institute, and one of the authors of Reed & Kellogg’s ‘Graded Lessons in English’ and ‘Higher Lessons in English’.

In preparing this work upon Rhetoric, the author’s aim has been, as usual, to present words in their natural order, and very gradually. The book contains three hundred and twenty pages; the object is to provide a text-book which will be adapted to the large number of copies of the work that have already been sold, so that no text-book will be thrown into new and better shape for class use.

By ANDREW W. YOUNG, author of ‘American Statesman,’ and Dean of the College of Liberal Arts, New York University.

In Part II. of this book, (commencing on page 59), from four to six new words are introduced on a page; beginning with four new words in Lesson I. The sentences are short, generally containing only one line. In Part III. (commencing on page 96), seven new words are introduced on each page, and the sentences are longer.

Every lesson in the book is complete in itself, and owing to this one point the illustrations are beautiful, and occupy a full page. The book is printed in the largest type, without any confusion, and the style is attractive and interesting.

Price of Dissected Cards: $1.00.

WEBB’S DISSECTED CARDS.
Consist of a frame, 80 by 94 inches, and a Box of Words. The type used in the cards is cut to order, is large, clear, and beautiful, and can be readily seen across any ordinary room.

The Words, Figures, etc., are printed directly on the Wooden Blocks and the Blocks themselves are molded, making them durable and elegant. The Frame is so arranged that the words can be placed in it so as to form any sentence desired.

A font of Letters is put in each box, to form words not on the blocks, and to teach spelling.

The words being new, the child cannot repeat his lessons from memory; for when a moment since he read "black cat" it may now read "black dog" or "white cow," or whatever the teacher chooses. This constant change creates an interest and ensures the attention; and rapid progress, both in the learning of words and in the proper expression of the thoughts they contain when formed into sentences, is the sure result.

There is a key accompanying these Cards, extensively known as the ‘Webb-Wort-Methode,’ containing full directions for teaching by the use of cards.

Price of Dissected Cards, including Copy of Word-Method, $1.00.

On receipt of price we will forward to any point in the United States.

THORNDIKE NOURSE, Successor to E. B. SMITH & CO.

Detroit, Mich.
FOR SCHOOL DIRECTORS—

As the time approaches for the annual school meeting, there are many things concerning the welfare of schools that need consideration. Among these are, heating and ventilation of school-rooms, out-houses, employment of teachers, school furniture, supply of books, enforcement of law to secure attendance, length and arrangement of school terms.

KINDLING FIRES.

It is the almost universal custom to leave the matter of kindling fires entirely in the hands of the teachers. They, not being paid for that part of the work, do not feel under obligation to be at the school-house early enough to have it comfortable before nine o'clock. As a consequence, half of the forenoon is lost. It is useless to expect children to study when they are uncomfortable. When a teacher is engaged for the winter term there should be a definite understanding as to when the fires shall be made and by whom. Do not expect the teacher to do janitor's work without pay for it.

VENTILATION.

In the spring a pamphlet, issued by the State Board of Health, was sent to each District Clerk in the county, with a request that as many others as possible should have an opportunity to read it. A very simple, inexpensive method of introducing pure warm air is described on page 28 as follows: "A fresh air-duct is led into the school-room, which terminates under the stove, the stove is surrounded by a sheet-iron jacket, perforated with holes in such a manner as to insure a perfect distribution of the air, which is detained in contact with the stove sufficiently long to become warm without being burned."

A similar device is described on page 23, with means for removing foul air. There is scarcely a country school house in the country in which any means of admitting pure air is provided except by opening doors or windows or through the crevices around them. Dullness and headache from impure air, or colds and sickness from drafts are the consequence.

Either of the above simple, cheap, and effective methods mentioned might be employed in every country school house, to the advantage of the health and comfort of the pupils.

OUT-HOUSES.

That any school-house is unprovided with an out-house of any description is simply indecent. Two, under one roof with doors adjoining, or one used by all, are little better. There should be some portion of every school yard entirely separated for each sex; entirely screened from the view of each other, and from the public road. For the sake of health, modesty, decency, I hope this matter will receive the attention it deserves. The pamphlet before referred to, from page 46 to page 54, should be read on this subject.

SCHOOL BOOKS.

In some schools there is still confusion and waste of time resulting from the manner in which school books are supplied. More than half of our schools have adopted the plan of district purchase of books. By so doing they have secured uniformity of books and a sufficient supply. They are ready at the beginning of the term, the number of classes is reduced, and the plan has proved economical and satisfactory. A few schools have furnished not only books, but slates, pencils, writing-books, paper, pens, and ink. By purchasing in quantities they not only save money in the actual cost, but in the more economic use of time in having all necessary materials for school work when needed.

I hope, in the interest of the schools, that this method of supply will be universally adopted.

OBLIGATORY EDUCATION.

The act passed by the legislature in 1879 to secure children the benefit of an elementary education has thus far received little attention. A proper consideration for the rights of children should insure for them at least twelve weeks' instruction in school, and all persons having the charge of children should observe this law. School officers should see that its provisions are known and understood.

The Educational Weekly.

THE WORLD.

NEWS RECORD CLOSING MONDAY, AUGUST 30.

—President Hayes, accompanied by the Secretaries of War and General Sherman, is making a trip through Oregon, California, Arizona, and New Mexico. He will be absent about two months.

—Hon. Thomas Hughes, M. P., is visiting along the line of the Cincinnati Southern Railroad in Tennessee, where he is interested in establishing a colony from England, consisting of industrious and intelligent laborers and tradesmen.

M. Gambetta has written a letter in which he intimates that France must be permitted to regain the provinces of Alsace and Lorraine from Germany. This has created considerable comment by the press, but M. Freycinet and President Grévy have both spoken at Montauban, in a tone which implies that the utterances of Gambetta express his own views rather than those of the people.

—In Ireland the anti-rent troubles are assuming alarming proportions. Mr. Forster, the Secretary of Irish affairs, went to person to Ireland to learn the exact condition of affairs and report to Parliament. He said there was no fear of a rebellion, but there was great danger to individuals and property, and should necessity arise, the government would not hesitate to summon Parliament in order to obtain additional powers.

—Turkish affairs are becoming more and more involved. The Albanians refuse to recognize the authority of the Porte to give up a part of their territory to Montenegro, according to the award of the Berlin Conference; the Porte refuses to consent to the increase of territory awarded to Greece, and the powers have informed him that the decision of the Conference cannot be re-opened, and have ordered a number of men of war to rendezvous at Ragusa.

Chief Ouray, of the Ute Indians, died August 24. It is feared that the other chiefs will not now sign the treaty, particularly the White River and Southern Utes. Ouray was one of the shrewdest diplomats with which the government has had to deal, and exercised great influence over his tribe. His successor has not been chosen, though it is probable that chief Saposnaw will be the man. The time within which the treaty must be ratified will expire Oct. 15.

—The English war in Afghanistan has thus far brought no satisfactory results to England, although it has cost upwards of $70,000,000. Candahar is closely besieged, through a telegram to the London Times, Aug. 30, says that General Roberts is approaching by rapid marches for its relief, and that Ayoub Kahn has abandoned the investment and taken a position with his whole force on the Argandab river. General Phayre is also approaching Candahar. When all the garrisons are united General Roberts' force will number 15,000 men.

—The amount of gold and silver being stowed away in the government treasury is enormous. So much foreign gold is being received at the mints that it is stored away to be melted into eagle's and half-eagles at some future time. The Treasury Department ordered $50,000,000 to be placed to the credit of the superintendent in the assay office in New York, with which to pay for foreign gold. It is estimated at the Treasury that $4,000,000 worth of foreign coin will reach this country per week till November 1.

—The American Association for the Advancement of Science met in Boston August 30. A large proportion of the time of the first day's session was devoted to the question of forest culture. A law was recommended exempting from taxation highways bordered by trees, also the increased value of lands where trees have been planted, with profit may be realized from such planting; an appropriation of money was also recommended to agricultural and horticultural societies to be used as premiums for essays and reports upon the subject of practical forest culture; laws were recommended to prevent forest fires, and to punish those wilfully or carelessly causing them, etc. The Association was invited by the Governor of Minnesota and the municipal authorities of Minneapolis for the next meeting to be held in that city.

National School of ELOCUTION AND ORATORY.

1416 and 1418 Chestnut St., Philadelphia.
Maury's Geographies
AND
WALL MAPS.

An original and select series, charming in style, rich in material, and happily adapted to the use of teacher and pupil. From all quarters have come reports containing the following and innumerable other.

TERMS OF COMMENDATION.

"A gem."
"A model."
"A standard."
"None better."
"(Charming Book.)
"Good, very good."
"A splendid book."
"By far the best."
"I am captivated."
"They have no equal."
"Admirable text-book."
"Easy and interesting."
"More than a text-book."
"A new era in this study."
"Charming and profitable."
"All that could be desired."
"Simple, easy, philosophical."
"Their superiority conceded."
"Their value is incalculable."
"Great elegance of typography."
"Rare merit and great interest."
"Full of what one wants to know."
"Simplicity and great clearness."
"Something to make pupils think."
"We do not ask for better books."
"Delighted with the whole series."
"The whole thing seems vitalized."
"Maury's Geographies are peerless."
"A jewel in the way of a text-book."
"Excellent alike in matter and form."
"Exceedingly well adapted to the young."
"Excellent in plan—full in information."
"No family Library complete without it."
"A pleasure to teach a class using them."
"The matured work of a profound scholar."
"The most attractive of all geographies."
"The text-book needed by Normal schools."

Circulars forwarded upon application, containing descriptive letters and testimonials from which the above fragments were taken.

Specimens: First Lessons, $.36; World We Live in, $.75; Manual, $.120; Physical, $.150; Set of Maps, $1.00.

UNIVERSITY PUB. CO.
19 Murray St., New York.
PRACTICAL LESSONS IN ENGLISH.

ESSENTIALS EXHAUSTIVELY TREATED.

1. Careful and thorough drill in the structure and classification of sentences. See Arts. 10 to 37, 39, 55, 37, 47, 49, and 76.
2. An excellent and convenient system of analysis. Arts. 58, 59, 81, 107, 113, 135, 168, 264, etc.
7. Comparison is greatly simplified, pp. 107 to 111.

Non-Essentials Omitted.

1. The learning of useless details, confusing distinctions and complicated sub-divisions.
2. The classification of nouns. Abstract nouns not mentioned, and participles not placed with verbs, where they belong. Art. 84.
3. Cases, except the possessive case, because unnecessary.
4. The name of syntax, relating to nouns, because unnecessary.
5. Subordinate clauses of pronouns. A pronoun is a noun, and nothing more.
6. No sub-divisions of adjectives, pp. 100 to 105. The adjective precedes of pronominal adjectives. See Lesson LXXX.VIII.

290 pp. 12 mo. Beautifully printed, bound and illustrated.

INTRODUCTION, 48c. EXCHANGE, 36c.

A. S. BARNES & CO., Publishers, NEW YORK and CHICAGO.

PUBLISHER'S NOTES.

Bond's Staff-Based Writing Books may be ordered from Jansen, McClurg & Co. and Chicago Stationers.

The first form of this paper was sent to press three times before it could come out successfully. Two serious accidents occurred in the press-room, which were most annoying and caused twenty four hours delay.

Some who receive this copy of the WEEKLY may wish to subscribe but have not the money to spare now. Our subscription rates permit any name to be entered at the price of $1.50, single copies, $1.00. Add one dollar to the price of two dollars if the money is sent within thirty days. Do not delay if you would like the paper. Send us word by postal.

Send to S. R. Winchell & Co., Chicago, for terms to agents for the sale of Craig's Common School Question Book. A hundred canvassing agents are wanted in every western state. By 84, and 2,000 thousand copies have been sold, and forty-two thousand more are on the way. Retail price, $1.50. Single copies will be mailed to any address on receipt of price.

The publishers of the WEEKLY wish to employ two or more competent men in each state west of Ohio to travel and represent their publications to teachers. The most liberal commissions will be allowed. Now is the time to begin the work—at the opening of the school year, and all who are not otherwise engaged will do well to make a application at once, giving experience and references. Will not every one who reads this paper make it a point to recommend it to some friend, and see that the subscription price is forwarded at once for one of the eight different editions? The General Monthly edition is prepared with special reference to its use in schools, and contains no local news items; the six state editions contain each a couple of pages of such items.

If any subscriber fails to receive the WEEKLY, notice to that effect should be sent to the publisher. Copies sometimes get lost in the mails, or there may be an unintentional omission of a name from our list. In any case a second copy will be mailed on receipt of notice.

We desire to call the attention of such of our readers as may be contemplating house-keeping, or who are replenishing their stock of house-furnishing necessaries, to the card of Mr. Charles L. Hasker, Cooper Institute, New York City, where many may be found in stock a complete assortment of White and Decorated Chinese, and English Porcelain Dinner, Tea, and Chamber Sets, etc., etc., as well as all Metal and Wood Wares. This firm has long made a specialty of sending their wares throughout the country, on receipt of P. O. Money Order or by Express C. O. D.; and, as they are reliable and experienced, this is often of great advantage to our friends at a distance. Catalog and Price-list mailed free on application.

The preparation of this number of the WEEKLY has been accomplished under numerous and increasing difficulties. Vacation was protracted as long as possible before undertaking it and then the advertisers continued to clamor for space till the publication was not only delayed but overcrowded, and we were obliged to enlarge the paper. We are pleased with our advertising patronage, but neither time nor space will permit us to make the special mention which we had intended in many instances.

HORSFORD'S ACID PHOSPHATE

In Consumption, Dyspepsia, Etc.

I have used Horsford's Acid Phosphate in several cases of dyspepsia to my general satisfaction; and also have tried it in two consumption cases where I think it has done them a service.

J. H. FORESTER, M. D.

MIDDLETOWN, O.

Michigan.—The fall term at the Normal will commence Tuesday Sept. 14; examination of applicants the preceding day.

J. H. FORESTER, M. D.

Michigan.—The fall term at the Normal will commence Tuesday Sept. 14; examination of applicants the preceding day.

It is announced that a competition is to take place in the management of the Detroit Post and Tribune. The statement has been made that James McMillan and Congressman Newberry have purchased a majority of the stock of the concern of Hiram Walker; that Messrs. Jas. L. Stone and C. K. Backus will be superseeded in the management of the paper; that it will hereafter be run in the interest of the republican party and not of one particular clique or ring; and that new life, energy, and vim are to be infused into its columns.

Hon. Philip Parsons, of Detroit, has given $50,000 to Olivet College. Mr. Parsons has been a liberal benefactor to this college in years past.

Prof. Charles C. Ramsey takes the chair of mathematics at Battle Creek College. About 500 pupils are in attendance.
9.

THE MASON
PROBLEMS IN ARITHMETIC. 500 Problems on 300 Slips of Card Board, with Key of Box $2.00 Postpaid.

From Pears, A. E., Woodstock, Ill.

"We have them and we approve the plan."

From Pears, J. W., C. O., Sylvania, Ill.

"They are good things."

From Supt. W. W. Jones, Lincoln, Neb.

"I think they are fully worth the money."

From Pears, W. S., M. A., Joliet, Ill.

"They are a great help in the class room."

From Rev. A. M. Gove, Denver, Colo.

"I feel that they are very helpful."

From Kate's Teacher, Louisville, Ky.

"They are convenient for use in topical examinations."

"When I taught that subject I bought briskly and wrote the key. It was years before I thought I should have done it."

"If I did not have yours, so much, nearer, and cheaper, and better." 

10.

The colors are graded according to the difficulty of the subject.

a. They may be used day after day with the same class of pupils, and be continually fresh to each pupil.

b. There is no better or quicker way to review, rewrite, and correct.

c. These problems have been solved in different colors.

11.

They are intelligently printed and readily understood.

12.

They are bright.

13.

They are not designed as puzzles for high school pupils, and yet they are not too easy for such pupils.

a. Test of five or ten as in reviews to a three cent stamp.

S. R. WINCHELL & CO.

CHICAGO, ILL.

WHITE AND DECORATED
French China and English Porcelain.

ABLOW PRICES.

French White China Dinner Sets, 125 pieces 3.00
French White China Teasets, 44 pieces 2.00
Richly Decorated French China Tea Sets, 44 pieces 3.00
 целевые

White Porcelain Dinner Sets, 200 pieces 3.00
Silesian Ironstone Sets, 25 pieces 2.00

ALL HOUSEFURNISHING GOODS.

New Illustrated Catalog and Price List mailed free on application.

ESTIMATES.

C. L. HADLEY, Cooper Institute, N. Y. City.

Orders boxed and shipped byail or Steamers, free of charge.

Sent C. O. D. or P. O. Money Order.

BOOKKEEPING AT A GLANCE.

Just out. Teaches double entry bookkeeping from scratch. Excellent for use in topical examinations.

J. B. BERTZ & CO., 17 Madison St., New York City.

GINN & HEATH

56 State Street, Chicago.

Have removed their Western Branch House from 66 Madison to larger and more central rooms.

56 State Street.

Where they will be pleased to see the teachers of the West when in Chicago. Their list of Standard School Books is constantly growing, and they are the really PROGRESSIVE EDUCATORS of the country.

ENGLISH GRAMMAR.

Elementary Lessons in English, by Knox & Whitney. Teachers' edition of above.

Whitney's Essentials of English Grammar.

TEACHERS' MANUAL. Manual of Grammar and Arithmetical Practice. All the present English and French Grammar and Mathematics.

MATHEMATICS AND SCIENCE.

Wells' Geometry and Algebra.

Hill's Geometry for Beginners.


GEOGRAPHY.

"Our World," Nos. 1 and 2. Fitch Globes 6 and 4 m.

Johannsen's, 12 and 16. Johnson's School Maps.

Ginn & Heath's Classical Atlas.

LITERATURE.

Hudson's Shakespeare, in Ten Volumes.


Sprague's Irving, Paradise Lost and Legacies. Also handy school editions of Webster, Brown, Books (30 essays), Words, Collette, Burges, Burges, Addison and Goldsmith, Cudl's Philosophy of Science, Coler's "Parlement de Fous" and "English of XIV Century."

INTELLIGENT TEACHERS every need not be attended to for instance: with all first class students and colleges used exclusively.

Allen & Greenough's Latin Course.

Hodson's Greek Course.

Ginn's Student's Shakespeare.

Send for full description.

Ginn & Heath.

THE STUDENT'S SHAKESPEARE.

A scholarly, philosophical, and thorough Analysis of the great master of the English tongue, HENRY J. FOX, D.D.

This volume, completely re-written, and essentially the same that should have been expanded naturally.

KENNY WORT.

The Only Medicine

That Acts at the Same Time on

The Liver, the Bowels and the Kidneys.

These great organs are the natural drain of the body, and if they work well, health will be perfect; if they become clogged, diseased and neglected, health is lost.

TELEPHONIC SUFFERING.

Biliousness, Headache, Dyspepsia, Jaundice, Constipation and Piles, or whatever may be the symptom, are caused by the blocking of these grand, necessary organs.

KIDNEY-WORT will restore the healthy action and all those destroying evils will disappear. We have the great ages test, and no better than this can be performed.

KIDNEY-WORT will add to the number of the kidney-wort and condition; the body will stand on a lift and展生 a longer period of life.

Why suffer long at the hands of Asklepius when

KIDNEY-WORT will save you.

At all Salesmen's Rocket and

One Package makes six quarts of Medicated.

Your Druggist has it, or send in for price.

WILLIAM H. RICHARDSON & Co., Proprietors.

POIN
t
t

10 (Will send post paid). Burlington, Vt.

GINNER, & HEATH

Cured Without Medicines.

Our Special Galvanic Appliances reach at once to the seat of disease, and their Electro-Galvanic action is upon the very system of the NERVOUS, MUSCULAR, and GENERATIVE SYSTEMS.

SPEEDILY RESTORES THE

VITAL FORCES.

LOST MANHOOD.

And curing the worst cases of Seminal Weakness, Excitability, Impotency, and all Diseases and Weakness of the Urogenital organs.

YOUNG MEN suffering from early indulgence in licentious vice, in the face of the fear of failure and to attain strength, MIDDLE-AGED MEN often lack vigor. While OLD MEN attribute their loss of energy and virility to the normal progress of age and decay. To one and all we can say that nature merely wants aid, NATURAL aid, which our a appliances give WITHOUT DRUGGING THE STOMACH.

We guarantee a cure in every case by short course of drug-free generation. Special illustrated pamphlet sent in sealed envelopes on receipt of 5 cents postage. Consultation free.

Office hours, 9 A. M. to 5 P. M.

WOMEN suffering from any weakness peculiar to their sex should send for our special circular explaining our improved electrical Ovarian Appliances, etc.

AMERICAN GALVANIC CO.

134 Madison St., Chicago, Ill., Rooms 1 & 2

HOPE FOR THE DEAF

Garimore's Artificial Ear Drums.

PERFECTLY RESTORE THE HEARING AND PERFORM ALL THE OPERATIONS OF THE NATURAL DRUM.

Always in private, but invisible to others. Always in operation, and even wrappings, in the course of treatment. We are the only ones using them. Send for descriptive circular.

JAS. R. BARKER & CO., Proprietors.

S. W. Corner 6th & Race St., Cincinnati, O.

INTERESTING ANNOUNCEMENT

To Teachers, Students, Clerks, and Others.

You can have thorough instruction by mail in any branch within the Common and High School Courses, including Bookkeeping and Science.

This offer is not intended for those who can attend good schools, but for those shut out from these privileges and obliged to climb alone.

Success guaranteed. Precise scientific. Work interesting. Address:

W. H. MILLER

BUNKER HILL, Ill.

MUSICAL KNOWLEDGE MADE EASY. Prof. Rice's Magical Instant Music teaching Piano, and Guitar Charts, etc. Many rapid, correct systems on earth. Agents wanted. Save the Ashes and send for free music and terms to 243 State St., Chicago, Ill. Special offer and free lesson to earnest teachers, etc.
GROWTH OF THE PUBLIC SCHOOL.

In an old book of mine is a dialogue something like this:

Zeus. "Here, Vulcan, split my head open."

Vulcan. "You command me to do a terrible deed, O Zeus, which I dare not attempt."

Zeus. "Never fear, but do what I bid you. Bring your great axe, and strike hard. Now I am ready. Proceed." And Vulcan obeyed. He struck great Zeus on the forehead with the edge of his heavy axe, a crushing blow—when lo! out stepped Minerva in complete armor, with shield, and helmet, and coat of mail; while Zeus stood there, as good as new. Thus, we are told, thought issues from the brain of the king of gods in full panoply.

The only other instance of a similar sudden and full-fledged creation that occurs to me is that of the first Adam; but, on recurring to the history, there is nothing to show that the creation was so sudden. He may have developed from the oyster. In the case of the modern Adams, however, there seems to have been, recently, an awakening to the defects of the schools of Massachusetts, as sudden as the birth of Minerva—and with no less consciousness of wisdom.

With these exceptions I know of nothing—certainly no public institutions, created full-grown and mature out of nothing. Every created thing is born in pain and weakness, has its days of infancy and childhood, and at length its period of perfected strength. So it was with our government. So it has been with the system of public schools. They originated in the necessity—to quote the quaint language of the founders—"that learning may not be buried in the graves of our fathers." By slow degrees, as new necessities arose, the schools were modified to meet wants that were felt. To illustrate, the first appropriation of the public funds to educational purposes was that of £400, in 1636, to "set up" "ye university at Cambridge"—then a first rate high school, whatever it may have become since. To this first step let me here call the attention of those persons who have been laboring to abolish high schools—presidents of the oldest colleges, and governors of the largest states; and the little echoes of these. Oddly enough, the first part of the public school system that was established, is the very part which the opponents of that system seek to destroy.—Supt. A. P. Marble.

---

IF YOU CONTEMPLATE CHANGING SCHOOL BOOKS, AND DESIRE THOSE WHICH HAVE BEEN SATISFACTORILY TESTED IN THE SCHOOLS AND ARE BEST LIKED BY THE BEST TEACHERS, EXAMINE

MONROE'S READERS,
MONROE'S READING CHARTS,
MONROE'S SPELLERS.

The Whole Series was prepared by a practical teacher of Reading, whose methods have never been equaled.

This series, by one author, is far superior in uniformity, harmony and adaptability to others in which the books of different grades were arranged by different persons.

Ask teachers in the public schools of Indianapolis, Peoria, Rockford and other cities if they are willing to exchange them for any others.

HAGAB'S Mathematical Series.
BERARD'S New U. S. History.
GOODRICH'S New Child's History.
ROYSE'S American Literature.
APPLETON'S Young Chemist and Qualitative Analysis.
LIBERAL TERMS FOR EXAMINATION AND FIRST INTRODUCTION.
ADDRESS THE PUBLISHERS, COWPETHWAIT & CO., PHILADELPHIA, PA.

GREENE'S GRAMMARS AND LANGUAGE SERIES.

"The old Reliable." They still retain their popularity and extensive sale. No other Grammars are so well known and so generally liked.

WARREN'S NEW GEOGRAPHIES.

Used in Chicago, St. Louis, Boston, Albany and Philadelphia Schools.

New editions for 1880, showing all recent political changes.

SPECIAL EDITION FOR ILLINOIS, with full descriptive text and double page State and County Map.

F. S. BELDEN,
25 Washington St., Chicago.

Notes.

—Dr. W. T. Harris will receive $1,000 for a course of lectures which he will deliver at Harvard University next winter, also $500 each for lectures which he will deliver at two other colleges. So says the Inter Ocean.

—By a unanimous vote the Trustees of Hanover College, the oldest in the state of Indiana, have decided to admit young women on the same terms as young men. The institution is under Presbyterian control and it is nearly the last of the fifteen Protestant colleges of the state to accept co-education.

—Hon. J. H. Smart, State Superintendent of Indiana, has been appointed a member of the Commission of the United States International Exhibition, to be held in New York City in 1883. He was also elected President of the National Educational Association for the ensuing year.

—Dr. Abbie M. Cleaves, of Davenport, Iowa, long a student of Iowa College, Grinnell, and then a graduate of the medical department of Iowa State University, has been appointed principal physician of the State Lunatic Asylum, Harrisburg, Pa., at the new salary of $4,200 per annum. She was for a time a physician in the Iowa State Insane Asylum at Mount Pleasant.

—County Superintendent S. F. Hoge, of Greene county, Pa., issued a circular letter to school directors, announcing also the August examinations of teachers. This he distributed freely, accompanied by a list of educational journals with subscription prices, and a blank form for ordering one or more of the list. It is such enterprise on the part of the county superintendent that improves the character of the schools.

—Hon. J. M. Gregory, late President of Illinois Industrial University, Champaign, Ill., has consented to give a limited number of popular lectures on literary and educational subjects, or on political and social science. Colleges and educational institutions whose 'superior' grades are perhaps secure from the attention of the public may perhaps secure from Pres. Gregory a short series of lectures on Pedagogics to the graduating class. His long connection with the work of popular education has eminently fitted him to be a teacher of the people, and that institution or society will be favored which, secures one or more addresses from so successful a scholar and educator.
DICTIONARIES.

LIPPMANN's Pronouncing Gazetteer of the World, latest fresh.

Additional, 8.00

CENTENNIAL Gazetteer of the U. S. ship.

FOLDS (Ship's Dictionary, 2.00

WEBSTER's Unregarded, later, new.

WALKER's Classical Dictionary, 1.50

WALKER'S Dictionary, with Key. 1.00

WALDRON's Pronouncing Gazetteer, 50 net.

BAILEY'S Pronouncing Dictionary, 40 net.

REID'S English Dictionary. 3.00

WARD'S Unomedical Dictionary. 1.00

REV. R. PARSON'S Biographical Dictionary. 1.50

WEBSTER'S Counting House and Family Dictionary.

The Lear's Dictionary, A Pictorial Treasury of Lovers' Thoughts, Fancies, and Addresses, 3.00

Add Miscel.

H. HOOD'S Complete Works, 7 vols.

BISHOP HOPKINS, View of Slavery.

PHILIP'S Works.

A. JOHN HALIFAX. A Woman's Thoughts.

T. S. ARTHUR. Advice to Young Ladies.

AMES. Sermons and Essays.

AUGUSTUS K. GARDNER. Our Children.

MRS. E. P. W. PACKARD. Miss Packard's Prison Life.

PITTS. Holy Land's Miscellaneous Works, 7.00

M. BROWN. Wit and Humor.

DIBRA. Qua. regulars of authors, 7.50

THE MIRROR OF CHARITY.

MATHEWS. The Great Conversers.

CAPT. MAINEY REID. Old People.

OZANAM. Land of the God.

S. W. WATTS. Women's Works.

Nathaniel Hawthorne.

T. O. APPLETON. Chever, Work.

MRS. STOW. Lady Byron.

C. CLARK. The Building of a Brain.

FLORENCE McLEANBURGH. The Automatic K灾.

MATTHEWS. Words; Their Uses and Abuses.

MATTHEWS. Hours with Men and Books.

TAYLOR. Summer Sover.

THOS. L. WILSON. Antics of the Rebellion.

WILLIAMS. Talks About Chicago and Other Papers.

MCDERMOTT. The Science of Beauty.

M. HEIDEN. German University Life.

BIBLICAL, FREELANCE ESO. The Philosophes of Philosophy, 1.50

BEECHER. Life Thoughts.

ANNIE NELLI. Scraps.

GOEBLE. Man and Things at Washington.

DUNCAN. The Voice of the Shadow.

WM. ARTMAN and L. V. HALL. Beauties and Achievements of the Blind.

FREMANTLE. Worth and Wealth, Maxims for Merchants of Business.

EMELINE LOTT. Handsome Life.

WM. ROBERT CHAMBERS. Treasury of Knowledge.

W. N. G. HAPGHEV. Chaldea. 90 Days in the Desert.

MACAULAY. Miscellaneous Essays and Poems.

PASRONE BROWNLOW'S Book.

MISS PERRY. 50 Employments Adapted to Women.

HILTON'S Works, 3, 00.

BLAIR'S Biographer, (University Ed.), 3.00.

COUNSELL. On the True Beautiful and Good.

THE EARL AND THE DOCTOR. South Sea Bubbles.

ANN ELLA Z. HUDSON. With No. 2, sheep.

MRS. T. B. H. STENHOUSE. Tell it All, A Woman's Life.

LORENZO DOW'S Complete Works.

RUFUS WILMOT GRISWOLD. Prose Writings of Americans, sheep.

S. HAWKES. Synecdoche of Ancient and Modern History.

W. L. ALDEN. Domestic Explosions, sheep.

HOLLAND. Transformation Scenes.

J. T. B. H. STEW. Works.

H. H. HENRY. Transformation Scenes.

T. E. B. BROWN. Life Thoughts, sheep.

A. B. B. C. T. M. MEMORIAL VOLUME.

THORNWELL. Memorial Volume.

BALLOU. True Religion Dehined.

G. W. HUNTINGTON. Domestic Explosions, sheep.

L. H. SUMNER. Domestic Explosions, sheep.

A. B. B. C. T. M. MEMORIAL VOLUME.

MACAULAY. Miscellaneous Essays and Poems.

PASRONE BROWNLOW'S Book.

MISS PERRY. 50 Employments Adapted to Women.

HILTON'S Works, 3.00.

BLAIR'S Biographer, (University Ed.), 3.00.

COUNSELL. On the True Beautiful and Good.

THE EARL AND THE DOCTOR. South Sea Bubbles.

ANN ELLA Z. HUDSON. With No. 2, sheep.

MRS. T. B. H. STENHOUSE. Tell it All, A Woman's Life.

LORENZO DOW'S Complete Works.

RUFUS WILMOT GRISWOLD. Prose Writings of Americans, sheep.

S. HAWKES. Synecdoche of Ancient and Modern History.

W. L. ALDEN. Domestic Explosions, sheep.

HOLLAND. Transformation Scenes.

J. T. B. H. STEW. Works.

H. H. HENRY. Transformation Scenes.

T. E. B. BROWN. Life Thoughts, sheep.

A. B. B. C. T. M. MEMORIAL VOLUME.

THORNWELL. Memorial Volume.

BALLOU. True Religion Dehined.

G. W. HUNTINGTON. Domestic Explosions, sheep.

L. H. SUMNER. Domestic Explosions, sheep.

A. B. B. C. T. M. MEMORIAL VOLUME.

MACAULAY. Miscellaneous Essays and Poems.

PASRONE BROWNLOW'S Book.

MISS PERRY. 50 Employments Adapted to Women.

HILTON'S Works, 3.00.

BLAIR'S Biographer, (University Ed.), 3.00.

COUNSELL. On the True Beautiful and Good.

THE EARL AND THE DOCTOR. South Sea Bubbles.

ANN ELLA Z. HUDSON. With No. 2, sheep.

MRS. T. B. H. STENHOUSE. Tell it All, A Woman's Life.

LORENZO DOW'S Complete Works.

RUFUS WILMOT GRISWOLD. Prose Writings of Americans, sheep.

S. HAWKES. Synecdoche of Ancient and Modern History.

W. L. ALDEN. Domestic Explosions, sheep.

HOLLAND. Transformation Scenes.

J. T. B. H. STEW. Works.

H. H. HENRY. Transformation Scenes.

T. E. B. BROWN. Life Thoughts, sheep.

A. B. B. C. T. M. MEMORIAL VOLUME.

THORNWELL. Memorial Volume.

BALLOU. True Religion Dehined.

G. W. HUNTINGTON. Domestic Explosions, sheep.

L. H. SUMNER. Domestic Explosions, sheep.

A. B. B. C. T. M. MEMORIAL VOLUME.

MACAULAY. Miscellaneous Essays and Poems.

PASRONE BROWNLOW'S Book.

MISS PERRY. 50 Employments Adapted to Women.

HILTON'S Works, 3.00.

BLAIR'S Biographer, (University Ed.), 3.00.

COUNSELL. On the True Beautiful and Good.

THE EARL AND THE DOCTOR. South Sea Bubbles.

ANN ELLA Z. HUDSON. With No. 2, sheep.

MRS. T. B. H. STENHOUSE. Tell it All, A Woman's Life.

LORENZO DOW'S Complete Works.

RUFUS WILMOT GRISWOLD. Prose Writings of Americans, sheep.

S. HAWKES. Synecdoche of Ancient and Modern History.

W. L. ALDEN. Domestic Explosions, sheep.

HOLLAND. Transformation Scenes.

J. T. B. H. STEW. Works.

H. H. HENRY. Transformation Scenes.

T. E. B. BROWN. Life Thoughts, sheep.

A. B. B. C. T. M. MEMORIAL VOLUME.

THORNWELL. Memorial Volume.

BALLOU. True Religion Dehined.
HISTORY, BIOGRAPHY AND TRAVELS.

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORY OF THE PURITAN REVOLUTION, 1605-1660.</td>
<td>Professor F. A. Walker</td>
</tr>
<tr>
<td>EPOCHS OF HISTORY, THE PURITAN REVOLUTION</td>
<td>Professor F. A. Walker</td>
</tr>
<tr>
<td>THE BOOK OF REMARKABLE CHARACTERS</td>
<td>A. C. D. Alexander</td>
</tr>
<tr>
<td>SKETCHES OF THE WEEKLY JOURNAL</td>
<td>Walter Scott</td>
</tr>
<tr>
<td>HISTORICAL SOCIETY'S ANNUAL REPORT</td>
<td>William H. Scott</td>
</tr>
<tr>
<td>THE BOOK OF REMARKABLE CHARACTERS</td>
<td>A. C. D. Alexander</td>
</tr>
<tr>
<td>THE BOOK OF REMARKABLE CHARACTERS</td>
<td>A. C. D. Alexander</td>
</tr>
<tr>
<td>THE BOOK OF REMARKABLE CHARACTERS</td>
<td>A. C. D. Alexander</td>
</tr>
<tr>
<td>THE BOOK OF REMARKABLE CHARACTERS</td>
<td>A. C. D. Alexander</td>
</tr>
</tbody>
</table>

EPHEMERIS, Records of Officers of U. S. Navy, 1: 134-175.

AUTHORS OF THE Life of Thackeray, Charles Dickens, 1843, the Story of his Life, 1: 120-165.

LIFE AND TIMES OF ROBERT BURNS, 1: 302-309.


BROWSE'Sucks, 1: 335-338.

FIELD, Kate, Ten days in Spain, 1800, 1: 340-345.

FRANKLIN, Benjamin, Biographies, 1: 345-348.


HARPER'S FAMILY LIBRARY, Dickens', Improvement of Society. 1: 350-355.

Dicks', Celestial Scenery. 1: 355-359.

MEANS AND ENDS. 1: 359-361.


Livy, 2: 367-370.


TULIP'S UNIVERSE HISTORICAL, 2: 375-378.


HUNTING SCENES OF THE WILDS OF AFRICA, 1: 380-381.


LYMAN, Gen. S. P., Public and Private Life of Daniel Webster, with sketches and letters, a vol., 1: 392.


MALCOM, Henry F. History of the War in India. 1: 394.


MACAURIE, Mrs., History of Scotland. 1: 396.

MALCOLM, Henry F. History of the War in India. 1: 396.

MORIER, James, Lives and Adventures of the Celebrated Oriental Traveler, Hajji Baha, 1: 397.


MACAURIE, Mrs., History of Scotland. 1: 398.

MALCOLM, Henry F. History of the War in India. 1: 399.


MACAURIE, Mrs., History of Scotland. 1: 400.

MALCOLM, Henry F. History of the War in India. 1: 400.

MORIER, James, Lives and Adventures of the Celebrated Oriental Traveler, Hajji Baha, 1: 401.


MACAURIE, Mrs., History of Scotland. 1: 402.

MALCOLM, Henry F. History of the War in India. 1: 402.


MACAURIE, Mrs., History of Scotland. 1: 403.

MALCOLM, Henry F. History of the War in India. 1: 404.


MACAURIE, Mrs., History of Scotland. 1: 405.

MALCOLM, Henry F. History of the War in India. 1: 405.


MACAURIE, Mrs., History of Scotland. 1: 406.

MALCOLM, Henry F. History of the War in India. 1: 407.


MACAURIE, Mrs., History of Scotland. 1: 408.

MALCOLM, Henry F. History of the War in India. 1: 408.


MACAURIE, Mrs., History of Scotland. 1: 409.

MALCOLM, Henry F. History of the War in India. 1: 410.


MACAURIE, Mrs., History of Scotland. 1: 411.

MALCOLM, Henry F. History of the War in India. 1: 411.


MACAURIE, Mrs., History of Scotland. 1: 412.

MALCOLM, Henry F. History of the War in India. 1: 413.


MACAURIE, Mrs., History of Scotland. 1: 414.

MALCOLM, Henry F. History of the War in India. 1: 414.


MACAURIE, Mrs., History of Scotland. 1: 415.

MALCOLM, Henry F. History of the War in India. 1: 416.


MACAURIE, Mrs., History of Scotland. 1: 417.

MALCOLM, Henry F. History of the War in India. 1: 417.


MACAURIE, Mrs., History of Scotland. 1: 418.

MALCOLM, Henry F. History of the War in India. 1: 419.


MACAURIE, Mrs., History of Scotland. 1: 420.

MALCOLM, Henry F. History of the War in India. 1: 420.


MACAURIE, Mrs., History of Scotland. 1: 421.

MALCOLM, Henry F. History of the War in India. 1: 422.


MACAURIE, Mrs., History of Scotland. 1: 423.

MALCOLM, Henry F. History of the War in India. 1: 423.


MACAURIE, Mrs., History of Scotland. 1: 424.

MALCOLM, Henry F. History of the War in India. 1: 425.


MACAURIE, Mrs., History of Scotland. 1: 426.

MALCOLM, Henry F. History of the War in India. 1: 426.
### The Educational Weekly.

**Sept. 2, 1880**

<table>
<thead>
<tr>
<th>Title</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POETRY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ALDINE EDITION Standard Poets. Burns, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>TUPPER'S Proverbial Thoughts.</strong></td>
<td>0.75</td>
</tr>
<tr>
<td><strong>TUPPER'S Complete Proverbial Thoughts.</strong></td>
<td>0.75</td>
</tr>
<tr>
<td><strong>BROWNING, Mrs. Poems. Florence Edition.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>BROWNING, Robert. Poems.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>BROWNING, Robert. Poems.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>HUGO, Victor. Poems.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>MILTON'S Poetical Works.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>SCOTT'S Poetical Works.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>SHAKESPEARE'S Poetical Works.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>HOWITT, Cook and London.</strong></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>JOHN TOTT, Kirke White's Poetical Works, s.</strong></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>F. M. JONES, Stone Idol, s.</strong></td>
<td>1.25</td>
</tr>
<tr>
<td><strong>H. R. WOOLLEY, The Sphinx, s.</strong></td>
<td>1.25</td>
</tr>
<tr>
<td><strong>M. S. BASHFORO, The Legislative Manual, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>ROBERT'S Rules of Order, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>DAVID N. CAMP, The American Year Book and National Register, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>J. C. CAINES, The Slave Power, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>DAVID C. CROUCH, Monopolies and the People.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>CURTIS, History of the Constitution of the U. S., s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>CHITTENDEN, Debates and Proceedings of the Peace Convention.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>MARY L. BOUTH, The Uprising of a Great People, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>LOCKE, Common Sense or First Steps in Political Economy.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>E. B. JENKS, Review of the Mexican War.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>SEWELL, The Ordeal of Free Labor in Britain.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>FRED GARRARD, Illinois as It Is, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>NORDHOFF, Politics for Young Americans, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>E. H. BURTON, The American Cook Book, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>MISS T. SHUTE, The American House Wife, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>COOLEY, Cyclopaedia of Practical Receipts.</strong></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>W. A. HENRY, Common Sense in the Kitchen.</strong></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>THOMAS DE VOE, The Market Assistant, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>Hydrographic Cook Book</strong></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>EMERSON, Household Receipt Book, s.</strong></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>C. B. BUCHER, Wm. Blanchard's Motor Boat.</strong></td>
<td>1.50</td>
</tr>
<tr>
<td><strong>H. B. STOWE, Principles of Domestic Science, s.</strong></td>
<td>1.00</td>
</tr>
<tr>
<td><strong>FAIRHALL'S, Young Housekeeper's Friend, s.</strong></td>
<td>1.50</td>
</tr>
</tbody>
</table>